

Tool 2(cycle).5. A Guide for Collaborative Structures (p. 1 of 2)

A Guide for Collaborative Structures

The District Professional Development Leadership Team will want to provide guidance to collaborative teams based on implementation data being collected. The article below presents a list of sample actions that might occur in collaborative teams. How might you use this resource to assist teachers in articulating the possible activities that could help them? Read and discuss the article.

Using the Iowa Professional Development Model to Accelerate Student Achievement

Collaboration and Implementation

A Guide for Collaboration

Collaboration requires time and clarity of purpose. When the objective is implementing new content for the purpose of increasing student learning, this collaborative work includes planning and development of lessons, examining student data, and solving problems encountered during attempts to use the new strategies. Below are a few sample actions that might be taken as educators work together to learn new content.

I. Planning and Development of Lessons

Examples of this work include:

- ☐ Sharing how students responded the last time the activity, strategy, or model was used
- ☐ Studying student work to decide what to do next (e.g., what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate)
- ☐ Sharing desired student outcomes (putting the lesson in the context of your class and discussing what you want students to take away from the lesson)
- ☐ Planning the lesson and completing the planning guide or implementation log
- ☐ Sharing or showing the materials to be used and why they were selected.
- ☐ Rehearsing the lesson
- ☐ Making suggestions based on what a partner said she/he wants students to experience during the lesson

Note: For weekly collaboration meetings, planning and developing lessons will dominate two to three meetings each month.

Bev Showers, 2003

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Using the Iowa Professional Development Model to Accelerate Student Achievement

Collaboration and Implementation

A Guide for Collaboration (cont.)

II. Examining Student Data

Examples of this work include:

- ☐ Studying student work to decide what to do next (e.g. what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate)
- ☐ Reviewing, organizing, or analyzing general school data (such as student demographic data)
- ☐ Reviewing, organizing, or analyzing student performance data (such as ITBS or Basic Reading Inventory)
- ☐ Thinking about and discussing what the data mean for your school, students, curriculum, and instructional plans

Note: Depending on the frequency of student data collection, collaboration teams periodically study student progress and needs in order to adjust implementation plans.

Bev Showers, 2003

III. Problem Solving Activities to Use While Learning New Strategies

Examples of this work include:

- ☐ Studying student work to decide what to do next (e.g., what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate)
- ☐ Observing a partner using the activity, strategy or model with his/her students
- ☐ Studying a document that describes the attributes of the activity, strategy, or model and deciding what to work on next.
- ☐ Working with your students and modeling an activity, strategy, or model
- ☐ Watching a videotape of a partner using the strategy with his or her students

IV. Other

- ☐ Setting time to observe a partner using the activity, strategy or model with his/her students
- ☐ Deciding when to meet next and what to work on
- ☐ Recording implementation data
- ☐ Enjoying working together

Adapted from EF. Calhoun, Phoenix Alliance